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The importance of and procedures for planning a plant and facilities which reflect rather than control the educational program of the junior college are dealt with. Guidelines suggest --(1) plant and facilities must be master planned, (2) the site should be selected objectively and scientifically, (3) wise use should be made of contributions and resources of individuals and groups, (4) an architectural character be maintained which is consistent with the desired image and role of the junior college in the community, (5) junior college facilities should have an educational character which emulates the college's role as an educational and cultural center of the community, (6) facilities be adaptable to socioeconomic needs of the community, (7) facilities must be so planned and designed for economic staffing and use, and (8) facilities must be planned for a wide variety of uses. (FS)

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GUIDELINES FOR PROVIDING PLANT AND FACILITIES FOR A NEW JUNIOR COLLEGE

The interest in community junior college education, the rapid development of new junior college campuses, and the prediction that more than 200 public junior colleges will be started during the next 10 years have brought a new era in the planning and providing of new facilities. The day when the junior college was an insignificant appendage of an existing educational program is past. Junior colleges can no longer be housed in church basements, World War II barracks, condemned secondary or elementary schools, city libraries or detention homes. Providing facilities for the community junior college programs has become a study in itself, demanding new and creative approaches by educators, architects, engineers, and builders.

Newly organized junior colleges usually discover that they have to plan for at least two steps or stages in the development of plant and facilities for the college. The first is the transition stage during which temporary quarters are or can be made available. Important considerations in this transitional stage are: (1) that it is considered transitional or temporary and that a definite date of termination has been set; (2) that it does not affect the development of the educational program—poor or inadequate facilities are not legitimate excuses for offering a second-rate education; (3) that it does not provide the image of the true community college; and (4) that it produces many problems affecting the quality of the program.

The second stage is the acquisition of a permanent site and the planning and construction of buildings especially adapted to the community junior college program. This paper will deal primarily with the importance of and the procedures for planning a plant and facilities which reflect rather than control the educational program of the junior college. The importance of such planning and the effect it has on the college program was expressed by Strayer as early as 1938:

> There is an increasing realization on the part of school men and others interested in school problems that the physical plant of a Higher Education Institution, in a very real sense, sets a limit to the program of educational service which that institution may render its supporting patrons.[1]

I.

GUIDELINES

Although circumstances in various communities differ in many respects, the following suggested guidelines should prove useful in providing plant and facilities for a junior college in any community:

[1] Evenden, E. S., Strayer, G. D., and Engelhardt, N. L. *Standards for College Building.* New York: Bureau of Publications, Teachers College, 1938. P. 4.

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1. Plants and facilities must be master planned.
2. The site, which will be an asset or liability in the selection of plant and facilities, should be selected as objectively and scientifically as possible.
3. The planning of junior college facilities should include the wisest use of the potential contributions and resources of various individuals and groups.
4. Junior college facilities should have an architectural character consistent with the desired image and role of the junior college in the community.
5. Junior college facilities should have an educational character which emulates the college's role as the educational and cultural center of the community.
6. Facilities of a junior college must be adaptable to the socioeconomic needs of a community.
7. Facilities must be planned and designed so as to provide for economical staffing and use.
8. Junior college facilities must be planned and designed for a variety of uses: regular daytime offerings, community service, and part-time and adult programs.

Plant and facilities must be master planned. Webster's definition of a plan is "a detailed method, formulated beforehand," and his definition of a master plan is "a designated plan that controls or sets a standard or norm." Thus it can be seen that a marvelous plan may be developed, but if it does not indicate the controls, standards, or norms upon which it is formulated, it is not a master plan.

A concentrated period of planning by various individuals and groups will undoubtedly turn out to be the best and wisest investment ever made for the citizens of the region. The master planning process is not an exercise in abstract speculation or wishful thinking; it is a living experience in purposeful teamwork. It is a planned activity in which the activity itself affects the final plans. The results of master planning infer that certain basic decisions have been made about the campus and its relationship to maximum size, location, program, and other related problems. It provides the coordinated effort necessary to give a campus a feeling of completeness and coordination. The importance of master planning was well expressed by William T. Arnett in an address at a conference on junior college planning in Florida in 1959:

> Planning is the rational adaptation of means to an end. It is a process of thought, a method of work, the way in which a man makes use of his intelligence. People always act with some anticipation of the future, with some picture, however cloudy, of the end they are seeking; with some notion, however inaccurate, of the conditions which determine the extent to which they can achieve their ends; and with some appraisal, however inadept, of what are the appropriate means to attain their ends under such conditions. It is the purpose of master planning to make sure such calculations or probabilities, and such appraisal of alternate courses of action . . . are as clear, as realistic, and as effective as possible.[3]

[3] Arnett, William T. *Principles of Campus Planning.* Tallahassee, Florida: State Department of Education, 1959. P. 21.

The site, which will be an important asset or liability in the selection of plant and facilities, should be selected as objectively and scientifically as possible. The selection of a site for a junior college can be a long and tedious process, and, frequently, to avoid this, sites are selected on the spur of the moment or as a bargain. Sites selected only because they are bargains, like many other bargains, turn out to be excessively costly when put into use. Several necessary steps for the evaluation and selection of sites emerge from literature and practice. For purpose of emphasis, the following is a summarization of suggested guidelines:

1. Written criteria should be developed for use in evaluating the potential sites.
2. The entire community should be surveyed for potential sites, and not just the more obvious locations.
3. The survey should result in a map showing all potential sites and an evaluation of each based upon these criteria.
   a. Adequate acreage for maximum master plan.
   b. Relationship to major transportation both in existence and planned.
   c. Ready access to the public.
   d. Availability and adequacy of utilities necessary to operate a junior college campus.
   e. Desirability of topography for construction.
   f. Compatibility of land usage of surrounding property.
   g. Location in relationship to area from which students will be served.
4. The site selected should not wholly determine the kind of physical facilities and educational program.

Benjamin Harder said in his book, *Economic Planning for Better Schools:* "Proper planning prior to site selection can go far towards preventing inadequacies of site and physical environment, and can go far towards preventing a school from becoming poorly located with respect to school population and organization."[3]

The planning of junior college facilities should include the wisest use of the potential contributions and resources of various individuals and groups. Because of the community orientation of the junior college, it has become recognized that the planning and providing of junior college facilities should include a greater representation of interest than has ordinarily been used in college planning. This was stated clearly in a guide by D. Grant Morrison in 1957:

> The unique and changing curricula in the junior college indicates the need for the close cooperation of teachers, administrators, school boards, lay committees, architects, and the building and curriculum coordinators of the State Board to secure functional, flexible buildings that will serve the educational program.[4]

Good planning provides opportunities for each individual and group to make the maximum contribution and provides for a process of homogenization of many ideas and concepts into a total plan. Each person or group has a specific contribution to make; and each complements and supplements the contributions of the others.

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[3] Harder, A. Benjamin. Ann Arbor, Michigan: Department of Architecture Research, 1954. P. 3.

[4] Morrison, D. Grant. *A Guide for Planning Community-Junior Colleges in the State of Washington.* Olympia, Washington: State Board of Education, 1957. P. 1.

Clyde Blocker, in an article in the February 1961 issue of the *Junior College Journal,* stated:

> A typical community college has a number of "publics" which are interested in the development of the institution. Each of these groups performs important functions in a complicated, informal system of checks and balances from which will emerge the campus plan and physical plant.[5]

The key figure in planning is the administrator assigned to coordinate the project. He must contribute three essentials: knowledge, leadership, and unity. He must perform an objective coordinating role with individuals and groups who have important but incomplete knowledge of the total situation. He has, and should have, the final decision to make after all discussion is completed. The relationship and understanding which he establishes with the architect will be the key to getting the educational specifications translated into architectural specifications.

The architect is the person who assimilates all the ideas, concepts, and dreams and turns them into physical plans. His appointment and contacts must start with the planning. He must be inspired and creative when he draws lines around educational specifications and programs. He must thoroughly understand the philosophy of the program; and he must have educational materials and decisions to work with, or his work will make educational decisions.

With the zeal of real artists and pioneers, faculty groups need to express their professional creative attitudes toward the new facilities. They should not be limited in their quest for information and in their research efforts. The goal should be to create "our dreams for an outstanding community college," not just a replica of a good two-year college developed somewhere else. The major contribution of the staff is to provide suggested educational specifications for the parts of the program with which they are most familiar. Their hardest job will be to judge realistically the requirements and to remember the buildings are not designed primarily for them; students and programs precede them in importance.

The function of the board of education in planning a community college is what it is in all school administration: the formulation of policy and the careful selection of an administration and staff capable of assisting the board in formulating policies and executing decisions agreed upon. The board of education is the basic policy-making body in the planning of a community college; but more than that, it has implied responsibilities for seeing that the planning results are a marked educational improvement in the community.

There may or may not be students available during the planning; but if there are, they may beneficially influence the planning results in terms of student habits. They should also be kept informed of progress since they act as ready-made public relations contacts.

Citizens committees represent different segments of the community and operate in an advisory capacity. They can assist in interpreting plans to the community at large, in surveying and selecting the site, and in acquiring the site and raising funds.

Although not necessary, visits by the staff to other college campuses can

[5] Blocker, Clyde. "The Role of the Administrator in Community College Planning," *Junior College Journal.* 31:326–30; February 1961.

help solve common problems. Such visits should be preceded by careful planning and conducted with specific purposes in mind. There is a growing body of information, resulting from study and research, that can make an important contribution to planning. Once such information is used, more effort can be spent studying local situations which differ from those cited in research studies. Decisions on important matters should be based upon evidence determined by local factors.

The final results of planning will be more than the total of the individual contributions. Master planning provides the dividends on the original investments. Good facilities do not reflect the original ideas of any one person or group, but a mosaic or aggregate of all ideas.

Junior college facilities should have an architectural character consistent with the desired image and role of the junior college in the community. The architectural impact and the visual image created by the plant and facilities will have an important effect on the citizens' concepts of the college. An impression of an overgrown secondary school or an underdeveloped university is not the architectural character desired. Although much can be learned from facilities for business and industry, the campus should not look like an industrial compound. Sometimes campus designs attempt to create the image of a country club or a desert spa; then there is great concern and wonderment as to why the concept of a comprehensive community college can not be developed in the community. The campus and facilities should provide a feeling that it is an educational plant—beautiful, simple, inexpensive, efficient, usable, and yet one which complements the community and surrounding area. First impressions should also give a feeling of unity and cohesiveness. Facilities should be tied together by architectural design and character and not appear as a group of separate buildings. Not much has been done in regard to the impact and importance of architectural character on the college, but perhaps this is something that warrants more attention.

Junior college facilities should have an educational character which emulates the college's role as the educational and cultural center of the community. Max Smith writes:

> The community-junior college is a unique institution and its physical plant should be uniquely suited to the community-junior college educational program. Each plant should be planned and designed so that it is functional in terms of the philosophy and program of the individual community and college. Adequate planning can insure that buildings are functional, economical, and attractive as well as expressly designed to meet the needs of the students of the specific junior college area.[6]

One should be able to draw accurate inferences about the importance of certain segments of the educational program by an intensive tour of the campus. The plant and facilities are an outward manifestation of the decisions made about the importance of various phases of the educational program. Necessary educational impact and character can be planned and designed into the physical facilities. Careful planning can create the campus grounds into outside botanical laboratories as well as areas of beauty enjoyed not only by the students, but by the community. This is emphasized in a report of the Educational Facilities Laboratory:

[6] Smith, Max. *Planning Community Colleges.* Lansing, Michigan: Michigan State University, 1959. P. 1.

Schools are for children. Where children walk, sentiment and myth are far behind. Decisions have to be made which will affect the safety, health, and psychological and academic development of children.

Schools are for education. They are erected to accommodate the process of instructing youth. Yet form and content of education are in turn affected by the buildings which contain them. While schools are shaped by the community, conversely, the community is shaped by the schools it builds. Every school affects the spirit, the looks, the desirability, the assessed wealth, and the future of the community which builds it.[7]

Facilities of a junior college must be adaptable to the socioeconomic needs of a community. Junior colleges, unlike many other kinds of institutions, are susceptible to the changing educational needs of the community. Change is not new, but the rate of change has increased so rapidly that we cannot make long-term predictions. One of the challenges in providing facilities for a community junior college is to design them for today, with features that make them changeable for the future. The campus needs to be designed with a kind of flexibility that permits changes in emphasis in the various programs. Some types of programs will expand much more rapidly than expected and thus will change the percentage of the total facilities used for them.

Besides making the campus adaptable to change, individualized space must be made responsive to changes in use. This may result from the disappearance of a program, or more often from modified demands for utilities, equipment, or space for the same program. Mechanization and automation place an unusual requirement on the adaptiveness of the utilities system. No matter how visionary you think you are, you will turn out to be a conservative in regard to future demands.

Facilities must be so planned and designed as to provide for economical staffing and use. Economy is more than low initial cost. Economy should be synonymous with maximum value in both long-term and initial costs.

It is easier to determine the relative cost of materials used in constructing buildings than it is to determine costs of maintenance, use, and staffing of the facilities after they are built.

One of the most important long-term costs to consider is the staffing of the college facilities in all the diverse programs and services to be provided. The nearly round-the-clock use of some facilities presents a new concept to educational planning. Facilities should be used independently of each other and with minimum staffing. Too many services may have to be foregone during nonpeak hours unless provision for staffing and maintenance has been considered in the planning; otherwise the cost will become greater than can be justified.

Economy can only be effected when decisions are made on each concern, with all available evidence so that all mistakes can be termed *planned errors.*

Junior college facilities must be planned and designed for a variety of uses: regular daytime offerings, community service, and part-time and adult programs. A junior college which is truly oriented to the community becomes an integral part of that community and cannot withdraw when its contributions are needed by the community. Planning for use by the community may not cost any more, but may only require awareness of potential bottlenecks

[7] Educational Facilities Laboratories. *The Cost of a Schoolhouse.* A report prepared by the EFL. New York: Educational Facilities Laboratories, 1960. P. 6.

in regard to traffic, parking, food service, accessibility and placement of facilities, and other similar concerns. In a community college it is difficult to give priority rank to any of the diverse objectives of the institution. The continued development of the college will be dependent on the ability for co-use of facilities by the various programs.

The administration's awareness of the demands on facilities by community service and part-time and adult programs and the use of this awareness in evaluating each plan will result in less conflict, more use, and better acceptance by all.

II.

CONCLUSION

It has not been my objective to provide an exhaustive, detailed set of guidelines for providing facilities for a junior college, but to present general guidelines which can be used by a community in developing its own detailed plans. Each community should develop a set of criteria to be used as a basis for evaluating individual segments of planning and/or the master plan as a whole. It is through this creative act that subtleties of planning become evident. Out of these the visions for the future emerge.

Those who have been involved in master planning a new junior college campus realize that there is something involved which is not just for the present, but that the future is also being blueprinted. Reference to this was made prior to most junior college planning by Daniel Burnham in 1927 when he wrote:

> Make no little plans. They have no magic to stir men's blood, and probably themselves will not be realized. Make big plans, aim high in hope and work remembering that a noble, logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing intensity.[8]

[8] Burnham, Daniel H. "Planning." *Christian Science Monitor.* January 18, 1927. P. 6.

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